

A yellow ribbon graphic that starts at the top left, loops around the word 'Yellow', then loops around 'Ribbon', and finally loops around 'Week' before ending at the bottom left.

Yellow Ribbon Week

**Resource Guide
1998**

Senate Concurrent Resolution No. 49

RESOLUTION CHAPTER 118

Senate Concurrent Resolution No. 49—Relative to school safety.

LEGISLATIVE COUNSEL'S DIGEST

SCR 49, Hughes School Safety Month and Yellow Ribbon Week. Existing law and the California Constitution set forth various provisions relating to school safety.

This measure would designate October 1997 as School Safety Month and the week of January 12 through 16, 1998, as Yellow Ribbon Week.

WHEREAS, The Department of Justice crime statistics show that since 1989 the rate of homicides committed by juveniles has significantly exceeded that for adults; and

WHEREAS, The Department of Justice statistics also show that between 1985 and 1995 the juvenile arrest rate for violent crimes has increased 54.9 percent; and

WHEREAS, The number of juveniles in California between 10 and 17 years of age increased 17 percent between 1985 and 1995, the number of juveniles arrested for homicide increased 121 percent during that same period; and

WHEREAS, While the juveniles in California between 10 and 17 years of age make up 11.3 percent of the state's total population, they account for 18.5 percent of those arrested for homicide; and

WHEREAS, The California Constitution guarantees students and staff the right to be safe and secure on public primary, elementary, junior high, and senior high school campuses; and

WHEREAS, There is a need for violence prevention strategies that effectively deal with individual and cultural relations and that include the collaboration of parents, community members, and law enforcement; and

WHEREAS, School districts, in conjunction with the Senate Committee on School Safety, will continue to strengthen their efforts to reduce and prevent violence through unity, harmony, and collaboration; now, therefore, be it

Resolved by the Senate of the State of California, the Assembly thereof concurring, That the Legislature recognizes October 1997 as School Safety Month and the week of January 12 through 16, 1998, as Yellow Ribbon Week; and be it further

Resolved, That the Legislature encourages all schools to participate in appropriate activities during School Safety Month to recognize the importance of conflict resolution and violence eradication; and be it further

Resolved, That the Legislature encourages parents, pupils, teachers, other school personnel, and members of the community to wear yellow ribbons during the week of January 12 through 16, 1998, inclusive, to demonstrate their commitment to school safety and in recognition of pupils who have lost their lives as a direct result of school violence.

Yellow Ribbon Week

Resource Guide

1998



Acknowledgements

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Notice

The guidance in this handbook is not binding on local educational agencies or other entities or persons. Except for the statutes, regulations and court decisions that are referenced herein, this handbook is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

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eginning

Tools to Help Students Get Started


"If school and family (and community) systems can learn how to help all kids feel included and of value to significant others in their lives, one of this country's main concerns, anti-social youth behavior, will be turned around."

Jeanne Gibbs, Tribes

I know how I feel when people come up here and do nice stuff for us, it makes you feel good. But it feels even better to be the one on the giving end... I never thought I'd be the one to make anyone feel better.

Shane, Indiana Boys School

Acknowledging that young people are the most frequent victims of crime, and that they have the talent, energy and desire to develop new, positive ways to help protect themselves and each other, can be a first step towards reducing crime. This acknowledgement may require a shift in our perspective, our approach, and our methods. We should begin with a genuine respect for the capabilities and commitment of young people and involve them as problem solvers with the energy, creativity and potential to make positive contributions. Most students have never been invited to seriously participate in changing their environments and many feel disconnected, powerless and question whether they can make a difference in their world. When invited to participate, young people eagerly embrace programs that give them opportunities for meaningful participation, that help them develop responsibility, and that foster feelings of hope,



pride, ownership, discipline, and belonging. Youth involvement is a powerful tool for positive change. This Yellow Ribbon Resource Guide is designed to help California schools begin to address the issue of youth violence prevention through a process of meaningful student involvement.

Section 1: Beginning offers tools to help you and your students get going. *Keys to Youth Involvement* (page 5) is included for use by teachers, student advisors and administrators. A needs assessment and/or assets inventory designed and administered by students provides an organized way to begin to look at local issues, problems, strengths, and resources. The tool can be as simple as listing assets in one column and needs or issues in another. Two examples of a formal needs assessment designed to be conducted by students are provided. The *Neighborhood Mapping Project* (pages 6-9) assesses positive and negative outlets in the community, while *Our School's Safety*¹ (pages 10-13) is a student questionnaire and tally sheet. Use your findings to help select your

Young people want access to the opportunities and supports needed for them to make real differences in ways that maximize their talents and areas that reflect their convictions... we should...ask every young person what they care about, what they think they could do about it, and what they need to make a difference.

Karen Pittman, "Just Let Them Do It!,"
Youth Today

1. California Department of Education, Safe Schools & Violence Prevention Office and the California Attorney General's Crime & Violence Prevention Center (1995), *Safe Schools: A Planning Guide for Action*, Appendix G: Our School's Safety (Questionnaire for Students), pp. 121 - 124.

In a recent survey, seven in ten junior and senior high school students reported that they either don't know (31%) or don't think there is anything they can personally do (41%) to help prevent crime in their neighborhoods.

Nevertheless, approximately nine in ten said they are willing to participate in at least one of nine programs.

Teens show the greatest interest in communications programs. Seventy-six percent of junior and senior high school students said they are willing to participate in programs that involve creating ads, posters, or newsletters, or participate in plays, dances, or concerts.

Seventy-one percent of teens are willing to participate in youth leadership programs, such as tutoring other kids or being a mentor to a younger student.

Fifty-nine percent are interested in neighborhood clean-up efforts, watches, or citizen patrols.

Sixty-two percent are willing to participate in anti-violence or anti-drug programs, or programs that teach skills to avoid fighting.

Adapted from "Between Hope and Fear: Teens Speak Out on Crime and the Community"

issue(s). After selecting an issue or problem, you may find the *6 Basic Parts of an Action Project* (page 14) and the *Civic Participation Project Plan* (page 15) useful as you and your students proceed.

Section 2: *Belonging* describes successful programs and provides ideas for student-run violence prevention projects designed to address the issues identified in your needs assessment. The programs develop key skills through real-world tasks, reinforce pro-social and mainstream behavior, and provide students with tools to build a positive future for themselves and their peers. Each program involves young people as the central focus.

Section 3: *Building* offers resources for support materials, information and expertise, and is designed to assist schools in moving their student involvement activities to the next step.

KEYS TO YOUTH INVOLVEMENT

Before Setting Up a Program

- ◆ Examine your own goals and attitudes toward working with and involving young people. Youth empowerment means learning to work with youth, not for them.
- ◆ Practice listening to young people. One of the most common obstacles to effective youth involvement is young people's feeling that adults do not truly respect or listen to them.
- ◆ Examine recruitment issues and develop a plan for recruiting youth who will be diverse and representative of the community. Avoid recruiting just the superstars. Try to involve a broad cross-section of young people. Even some young people who have been involved in negative or problem behaviors have the potential to become positive leaders.
- ◆ Designate effective adult leaders to work with youth. Make sure to select adults who have experience with youth work and who genuinely like and want to spend time with young people.

Getting Organized After Youth Have Been Recruited

- ◆ *Involve youth in assessing needs and planning new activities or enhancing existing efforts.* Let the needs be defined by the youth themselves; avoid imposing too much of an "adult" agenda.
- ◆ Develop an action plan. Make sure the youth understand the importance of having clearly stated goals and well thought-out ways to achieve them.
- ◆ Provide for adult involvement in training, monitoring, supervision, and follow-up. Offer a variety of opportunities for youth to learn and practice leadership skills.

Problem Solving and Follow-up

- ◆ Provide follow-up planning and support activities that will help to connect youth with a variety of adults and other young people in the community and give them meaningful roles.
- ◆ Be on the lookout for the need to balance adult supervision with true youth empowerment. Too much supervision can stifle young people's creativity and make them feel controlled or manipulated. Too little can leave them floundering.
- ◆ Be prepared for "mistakes," and help young people to learn from their mistakes. This can be a challenge, since, naturally, we all want our efforts to be successful. Especially for young people, however, mistakes can be an important learning process. True learning means having an opportunity to try new things that may not always work out.
- ◆ Recognize and celebrate young people's accomplishments. You cannot go too far with this recognition, as long as it is sincere.

From: Center for Substance Abuse Prevention, Partnership Perspectives, Vol. 1, No. 2, Winter 1993.

NEIGHBORHOOD MAPPING PROJECT

A neighborhood mapping project is designed to help youth become advocates for providing more resources for youth prevention programs. By identifying positive and negative outlets in the community and displaying them on a map, young people will be able to make powerful presentations to decision-makers, policy-makers and the media on the need to provide more resources for youth.

Four Easy Steps

1. Define a target area to survey. Your target area could be a school district boundary or a neighborhood. Don't try to do more than you can in a short period of time. Even a two-mile radius around a school can be a dramatic statement.
2. Find a map and draw a circle with a radius around the targeted area.
3. Survey the area on foot or by car and take an inventory of the resources and outlets that you have chosen to identify. Write down the number of recreation centers, libraries, liquor stores, etc. and their addresses. Use the sample Inventory Sheet on the next page to help keep track of what you find.
4. Once you complete your inventory, plot the various resources and outlets using symbols at the appropriate places on your map. You may want to use such icons as "blue books" for libraries and "red bottles" for liquor stores. (*See example, page 6.*)

Important Ways to Use Information

Once you have created a neighborhood youth resources map, you can put it to use in the following ways:

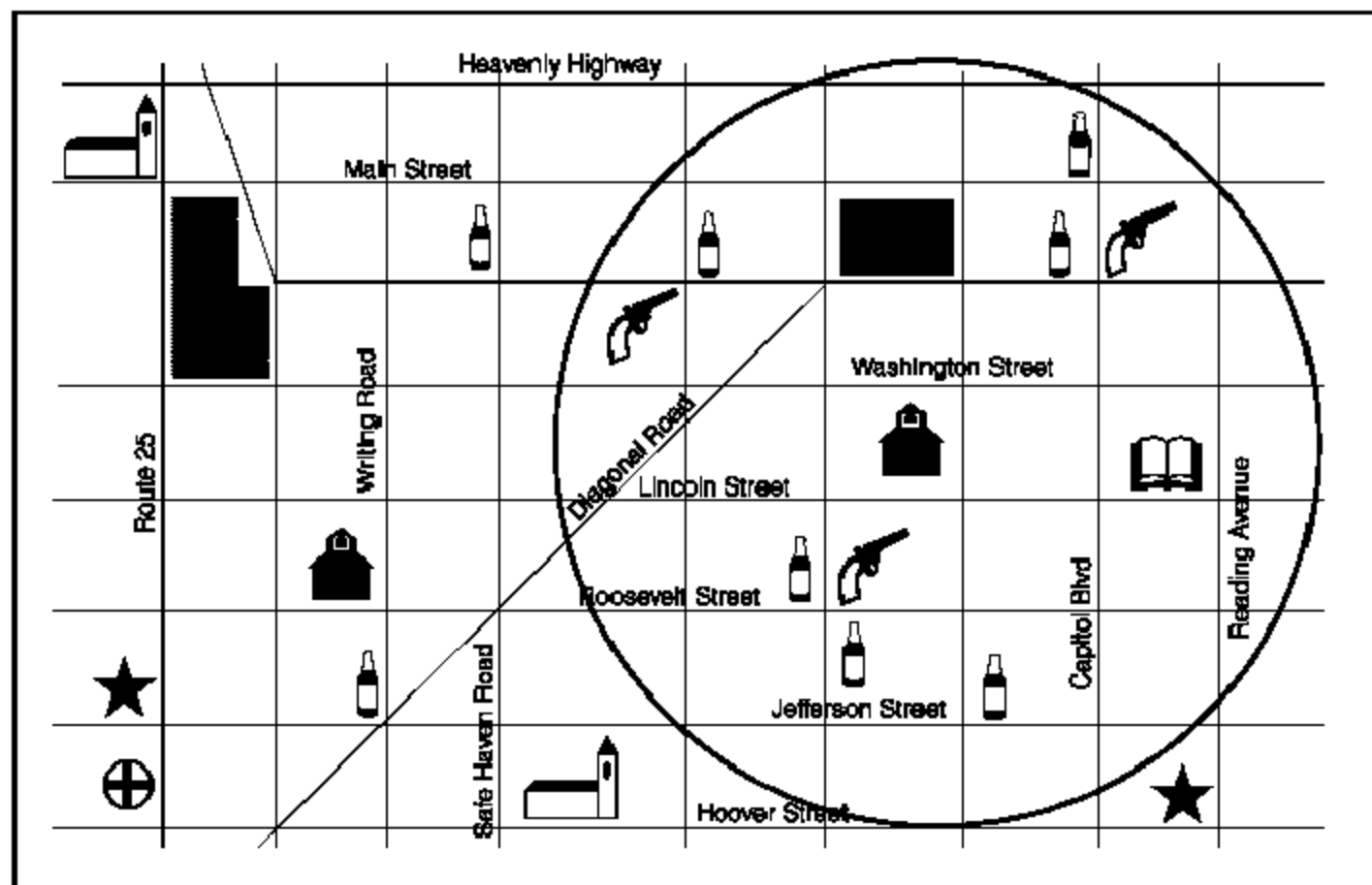
1. Send a copy of your map with a letter to elected officials and other community leaders inviting them to visit and learn about a violence prevention program (perhaps yours) which works with youth directly;
2. Attend city council and school board meetings and show your neighborhood map to demonstrate why more school- and community-based resources are needed to help prevent youth violence;
3. Write letters to the editor of your local paper, highlighting the work of local prevention programs and their lack of adequate resources, and cite the need for increased funding; and/or
4. Use the information in a press release and a press strategy to draw attention to violence prevention programs and the need for increased resources for youth in your neighborhood.

SAMPLE PROJECT INVENTORY SHEET

SAMPLE PROJECT INVENTORY SHEET

	How Many	Address	# of Youth Served	Near Public Transit	Hours Open
POSITIVE YOUTH RESOURCES					
Schools open after hours					
Public libraries					
Parks					
Recreation centers					
YMCA/YWCA					
Boys & Girls Clubs					
Community centers					
Community Police Stations					
Neighborhood Associations					
Other					
NEGATIVE YOUTH OUTLETS					
Liquor stores/Alcohol outlets					
Gun dealers					
Other					

SAMPLE NEIGHBORHOOD MAP



LEGEND



WHERE TO GO FOR HELP AND INFORMATION

The following agencies can help you identify youth programs.

Chambers of Commerce

Chambers of Commerce keep information on resources in the community such as cultural organizations.

Examples: business-sponsored tutoring or mentoring programs.

City and/or County Parks and Recreation Departments

The Parks and Recreation Department is a good initial source of information about programs for youth. It may also have information on other non-governmental programs.

Examples: youth programs run by the city or county, YMCA/YWCA chapters, Boys and Girls Clubs.

School Districts and Schools

Remember to ask about or identify *only* those schools that are open to youth **after regular school hours**. Private schools should be included if possible, if they are open to *all* students after hours.

Examples: tutoring/counseling/mentoring programs, after-school arts and crafts programs, school-based violence prevention programs.

Public Library (Research/Reference Desk)

The Reference Desk at your public library may also have information regarding some or all of the other sources listed here. At a minimum, they should know about other libraries, swimming/recreation centers, schools, and parks in your community.

Yellow Pages

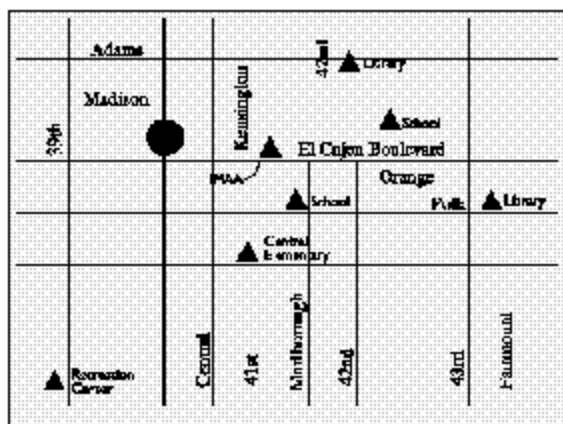
Use the yellow pages in your local telephone book to help you identify liquor stores and gun dealers.

A REAL-LIFE EXAMPLE FROM SAN DIEGO

Youth organizations across California are participating in Resources for Youth: Mapping Neighborhood Potential to Reduce Youth Violence. This project seeks to identify areas in every community that have the potential to become positive alternatives for youth, but need public investment to make their potential a reality.

Youth from the International Mutual Assistance Association (IMAA) in San Diego created a neighborhood map as part of this project, a portion of which is displayed here. Youth determined that the schools in the area needed expanded after-school activities and staff to keep the schools open during critical hours. If the schools were kept open until 6:00p.m. and provided positive activities during that time, many youths would have a safe and productive place to spend the afternoons.

Public investment in youth violence prevention often consists of improving what is already available in the community. There is a lot of youth violence prevention potential in this San Diego neighborhood. A commitment of public funding to the existing resources could make all the difference.



MAP LEGEND

▲ = Potential to Reduce Youth Violence

Reprinted with permission from Resources for Youth Information Exchange.

From Mapping Neighborhood Potential to Reduce Youth Violence. For ready-to-use materials, contact Resources for Youth, 454 Las Gallinas Ave., Suite 178, San Rafael, CA 94903-3618, (415) 331-5991, FAX (415) 331-2969. Resources for Youth is funded by a grant to Martin and Glantz LLC from The California Wellness Foundation.

Grade: _____

Our School's Safety (Questionnaire for Students)

Directions: The safe school committee needs to determine how safe you feel on campus. We also want to hear about the things at school that you feel are unsafe and how they can be made safer. Do **not** put your name on this form, but do note your grade level. Please show your opinions by circling one number for each statement that best shows your feelings about this school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. There are no places near this school that scare me.	1	2	3	4	5
2. They take good care of the school yard.	1	2	3	4	5
3. There is a lot of space in the classrooms at this school.	1	2	3	4	5
4. There are law enforcement officers who work here on campus.	1	2	3	4	5
5. When students at this school have an emergency, someone is there to help.	1	2	3	4	5
6. Teachers at this school let me do projects and assignments with other students in the class.	1	2	3	4	5
7. I really want this school to be "the best."	1	2	3	4	5
8. I feel that I belong in this school.	1	2	3	4	5
9. I work very hard in all my classes.	1	2	3	4	5
10. When students break rules, they all receive the same treatment.	1	2	3	4	5
11. I feel safe at this school.	1	2	3	4	5
12. The buildings at this school look in good condition.	1	2	3	4	5

From: Safe Schools: A Planning Guide for Action, California Department of Education's Safe Schools and Violence Prevention Office and the California Attorney General's Crime and Violence Prevention Center, 1995, pp. 121-124.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. Strangers do not come and go from school easily.	1	2	3	4	5
14. The principal asks students about their ideas at this school.	1	2	3	4	5
15. We do not waste time in our classes at this school.	1	2	3	4	5
16. You can trust people at this school.	1	2	3	4	5
17. Everyone is expected to be his or her best at this school.	1	2	3	4	5
18. Students at this school really want to learn.	1	2	3	4	5
19. Teachers go out of their way to let me know I am doing a good job.	1	2	3	4	5
20. Only a few students get hurt in accidents at this school.	1	2	3	4	5
21. Very few accidents happen inside the buildings at this school.	1	2	3	4	5
22. Students are given many choices at this school.	1	2	3	4	5
23. My parents are involved at this school.	1	2	3	4	5
24. Blacks, Hispanics, Asians, Whites, and all other students are respected at this school.	1	2	3	4	5
25. The school rules are listed in the classrooms and distributed around the school, and students know what the rules are.	1	2	3	4	5
26. I can be a success in school.	1	2	3	4	5
27. It pays to follow the rules and do well at this school.	1	2	3	4	5
28. Writing on walls is cleaned or painted over quickly at this school.	1	2	3	4	5
29. The classrooms at this school look very nice.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30. In some classes I am with students of different abilities and talents.	1	2	3	4	5
31. Most students get involved in school activities.	1	2	3	4	5
32. People care for each other at this school.	1	2	3	4	5
33. The rules at this school are fair.	1	2	3	4	5
34. Teachers at this school look out for troublemakers.	1	2	3	4	5
35. We learn things about ourselves and about life and other things in addition to regular subjects.	1	2	3	4	5
36. Parents often serve as hall and playground monitors at this school.	1	2	3	4	5
37. Which of these things happened to you in the past month:					
a. I was pushed around by someone who was just being mean.				NO	YES
b. I was in a fistfight with another student.				NO	YES
c. I was robbed or had something stolen from me.				NO	YES
d. I saw a student with a knife.				NO	YES
e. I saw a student with a gun.				NO	YES
f. I saw students use drugs or alcohol on campus.				NO	YES
g. I saw students steal from the library, a classroom, or the cafeteria.				NO	YES
h. I saw someone destroy or make marks on school equipment or buildings (walls).				NO	YES
i. I was afraid of being beaten up on the way to or from school.				NO	YES
j. I was afraid of gang activity at school.				NO	YES
k. I was threatened by someone with a knife or gun.				NO	YES
l. I was called names or put down by other students.				NO	YES
m. I felt rejected by other students.				NO	YES
n. I saw students smoking or chewing tobacco on campus.				NO	YES
o. I know students who came to school high on drugs or alcohol.				NO	YES
38. You probably have other ideas about how to make our school safer. Please write your ideas on the back.					

Our School's Safety (Tally Sheet for Students)

Directions

- Record the answers (1 through 5) for each item from "Our School's Safety Questionnaire." For example, if three people responded with "1" for *Strongly Disagree* and four people chose "3" for *Neutral* on the same question, you would record $(3 \times 1) + (4 \times 3)$ or 15, next to that question number on this tally sheet.
- Add all items in each element and record the total on the line marked "Sum."
- Divide the sum by the number of items in each element.
- Divide your answer by the number of respondents.
- Record the average score in the space provided. This number relates to the response categories (1=*Strongly Disagree* through 5=*Strongly Agree*).
- By averaging all scores from each of the responses (by category), you will get a picture of the opinion of the whole school.

The School's Physical Environment

School location	1.	_____	Score	_____
School grounds	2.	_____	Sum	_____
	11.	_____	÷ by 4	_____
	20.	_____	÷ by # of respondents	_____
	28.	_____	Average score =	_____
School buildings	12.	_____	Sum	_____
	21.	_____	÷ by 2	_____
		_____	÷ by # of respondents	_____
		_____	Average score =	_____
School classrooms	3.	_____	Sum	_____
	29.	_____	÷ by 2	_____
		_____	÷ by # of respondents	_____
		_____	Average score =	_____
Internal security	13.	_____	Sum	_____
	36.	_____	÷ by 2	_____
		_____	÷ by # of respondents	_____
		_____	Average score =	_____

The School's Environment

Leadership	14.	_____	Average score =	_____
School-site management	5.	_____	Sum	_____
	22.	_____	÷ by 2	_____
		_____	÷ by # of respondents	_____
		_____	Average score =	_____
Classroom organization & structure	6.	_____	Sum	_____
	15.	_____	÷ by 4	_____
	30.	_____	÷ by # of respondents	_____
	35.	_____	Average score =	_____
Discipline & consequences	10.	_____	Sum	_____
	27.	_____	÷ by 3	_____
	34.	_____	÷ by # of respondents	_____
		_____	Average score =	_____
Participation & involvement	4.	_____	Sum	_____
	7.	_____	÷ by 4	_____
	23.	_____	÷ by # of respondents	_____
	31.	_____	Average score =	_____

The School's Culture

Affiliation & bonding	8.	_____	Sum	_____
	16.	_____	÷ by 4	_____
	24.	_____	÷ by # of respondents	_____
	32.	_____	Average score =	_____
Behavioral expectations	17.	_____	Sum	_____
	25.	_____	÷ by 3	_____
	33.	_____	÷ by # of respondents	_____
		_____	Average score =	_____
Academic expectations	9.	_____	Sum	_____
	18.	_____	÷ by 3	_____
	26.	_____	÷ by # of respondents	_____
		_____	Average score =	_____
Support & recognition	19.	_____	Average score =	_____

37. Record the number of reported incidents per category:

- _____ Bullying/assault
- _____ Fighting
- _____ Theft (personal)
- _____ Saw knife
- _____ Saw gun
- _____ Saw drugs/alcohol
- _____ Theft (school)
- _____ Vandalism
- _____ Fear going to and from school
- _____ Fear gangs
- _____ Threatened with weapon
- _____ Verbal attack
- _____ Social isolation
- _____ Tobacco use
- _____ Saw intoxicated students

6 BASIC PARTS OF AN ACTION PROJECT

Here are the six basic parts of an action project.

Part 1: Select a Problem

Get your group together and discuss how the problem of violence concerns you. Make a list and choose one problem to focus on. To help you decide, ask the following questions:

- ◆ Which problem affects your school or community the most?
- ◆ Which would be most interesting to work on?
- ◆ Which could be worked on most easily, given your time, materials and resources?
- ◆ Which would you learn the most from?

Part 2: Research the Problem

The more you know about a problem, the more you'll understand how to approach it. Try to find out as much as you can about these questions:

- ◆ What causes the problem?
- ◆ What are its effects on the community?
- ◆ What is being done about the problem?
- ◆ Who is working on the problem or is interested in it?

To find answers to these questions, try the following:

- ◆ **Use the library & the Internet.** Look up newspaper and magazine articles. Ask the reference librarian for help.
- ◆ **Survey community members.** Ask questions of people you know. Conduct a formal written survey of community members.
- ◆ **Interview experts.** Call local government officials. Find people at non-profit organizations who work on the problem.

Part 3: Decide on an action project

Think of project ideas that would address the problem your team has chosen. Make a list. As a team, decide on the top three project ideas. Think about the pros and cons of each project idea. Evaluate each in terms of your available time, materials and resources. Select the most suitable one.

Part 4: Plan the project

To prevent false starts or chaotic results, you need a plan. See the Civic Participation Project Plan on the next page for an example.

Part 5: Do the project

Part 6: Evaluate the project

While implementing the project, it is important to evaluate—to think about how you are doing and figure out how you can do things better. Are you meeting your goals and objectives? At the end of the project, you'll want to evaluate how you did. Were there any unexpected results? In addition to evaluating the project's results, be sure to examine how well your group worked together and what you learned as an individual.

Adapted from The Challenge of Violence, Constitutional Rights Foundation, 1997.

CIVIC PARTICIPATION PROJECT PLAN

What issue have you decided to address? (Which problem affects your school or community the most? Which could be worked on most easily given your time, materials and resources?)

What is your community currently doing about this issue? (Include government, business, non-profits, and community organizations. Indicate the source of your information.)

What do you hope to accomplish?

- ◆
- ◆

What are the main steps in your plan? (List them in sequence).

- | | |
|---|---|
| ◆ | ◆ |
| ◆ | ◆ |
| ◆ | ◆ |

Will you work with others in completing your project? How?

Community members and groups:

Local government:

Local businesses:

What difficulties do you expect to encounter? Who in the school or community may be able to help you overcome these difficulties?

Obstacles

- ◆
- ◆
- ◆

Possible School or Community Resources

- ◆
- ◆
- ◆

How will you evaluate whether your project achieves your goals? What changes do you expect to make? Be specific.

- ◆
- ◆
- ◆
- ◆

Adapted from Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005, (213) 386-5590, FAX (213) 386-0459, E-mail: crf@citizen@aol.com

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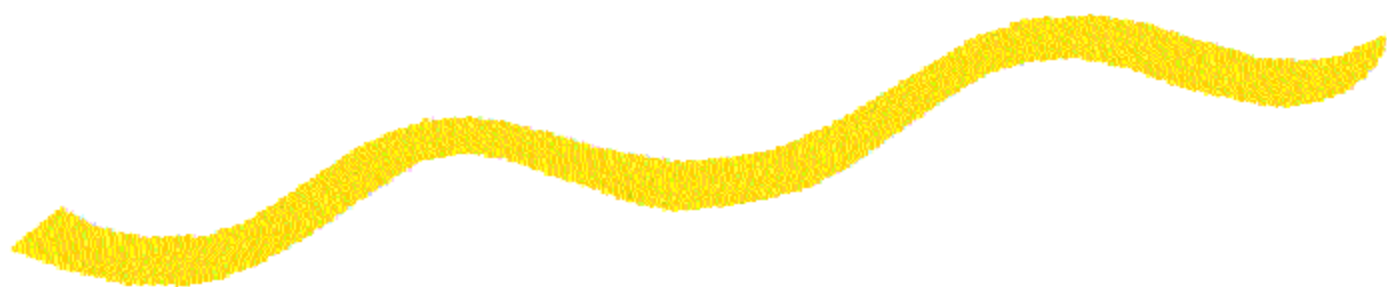
Student-Run Violence Prevention Projects

With a little help, a few resources, and a good plan, young people can make a connection between their own needs and the needs of their community. They can learn how to focus their energy and work with a diverse array of individuals and community groups to address the problem of violence on the streets, in school, and at home. They can learn that violence doesn't have to rule peoples' lives. Violence, like many other social problems, can be controlled.

Croddy, M., Degelman, C. Hayes, B.,
The Challenge of Violence, p.71, Constitutional Rights
Foundation, 1997

*Y*oung people are ready and able to play important roles in reducing and preventing violence in their schools and communities. When our students are engaged as resources and problem solvers, much can be accomplished. Following are some ideas and success stories. These are presented merely as examples to stimulate thinking and discussion. Ideally, your students will generate their own ideas for projects based on the results of their needs assessment and brainstorming activities.

- ◆ Distribute and display yellow ribbons; encourage students, faculty, staff, family members, and other members of the community to wear yellow clothing, ribbons and wrist bands as a sign of commitment to a violence-free school and community. (Ribbons may be purchased from or donated by local florist shops, fabric and trophy stores).
- ◆ Create nonviolence theme classroom door decorations for Yellow Ribbon week.



- ◆ Kick off Yellow Ribbon Week with a 5-K race/walk to challenge runners and walkers of all ages and abilities to participate in support of violence prevention.
- ◆ Publish a special Yellow Ribbon Week edition of the school newsletter with individual student essays and artwork on the topic of nonviolence. Community violence prevention topics, safety tips, interviews, and news articles may also be included.
- ◆ Collect newspapers and magazines the week before and during Yellow Ribbon Week and look for articles about non-violent remedies, resolutions, references, etc. Students can share them with class members and then write letters of appreciation and/or commendation to featured individuals, groups or organizations. Design a strategy to continue the practice of recognizing non-violent solutions to conflicts and problems. (This project may be combined with the bulletin board project described on page 22).

Each of us must be the change we want to see in the world.

Mahatma Gandhi



SUCCESS STORY

The Department of the Attorney General in Hawaii produces a TV talk show for teens called "Bridging the Gap." Teen and adult panelists start the program by giving views on the current topic and then telephone callers share their own views and experiences. The program provides a forum for young people and offers information to them and their families. The program airs on four television stations and one radio station.

Students should come to see themselves as truth-tellers and changemakers, capable of acting in pursuit of the things they believe in.....Students will work harder and learn better if they are discovering their own ideas and asking their own questions. What they learn will mean more to them.

Bigelow, et al
Rethinking Our Classrooms (1994)

- ◆ Hold a Yellow Ribbon Dance to promote and celebrate youth violence prevention with donated food, door prizes, a photographer, a DJ, and a community site. Give prizes or incentives to those wearing yellow ribbons.
- ◆ Create skits on nonviolence and/or safety topics to be performed at community and senior centers, local shopping malls, day care centers, etc.
- ◆ Organize graffiti paint-over days.
- ◆ Establish chapters of national, state, regional and/or county safety groups such as SAVE (Students Against Violence Everywhere), SADD (Students Against Drunk Driving), Friday Night Live, Youth Crime Watch, etc.
- ◆ Establish a conflict resolution/peer mediation program.



SUCCESS STORY

Organize a Yellow Ribbon Week Community Walk through a small commercial downtown area, mall or shopping area to distribute anti-gang, anti-crime, and anti-drug literature to local businesses. Many government crime/drug prevention agencies will make large quantities of brochures and/or posters available for community distribution. The walks may also be conducted without literature and be a rally or parade instead. A slogan such as "Follow Me! I'm Violence Free!" can be used on T-shirts to increase visibility and generate enthusiasm for the efforts. A complete description of how to organize "Follow Me" walks can be found in "Rising Above Gangs and Drugs: How to Start a Community Reclamation Project" published by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice, (800) 638-8736.

- ◆ Prepare a dramatic skit on resisting negative peer pressure and the consequences of gang involvement to present to younger students.
- ◆ Prepare a cross-age presentation on positive alternatives and recreational activities available in the community. Use mime, puppetry, dance, and/or impromptu theater to increase the interest level.
- ◆ Write letters to the editor of local newspaper(s) encouraging frequent stories about positive activities of young people. Include examples for their consideration.
- ◆ Organize a school “speak out” enabling students to discuss their issues, needs and possible solutions.
- ◆ Organize and run an Events Hot Line or Web page for young people seeking information on positive, fun and healthy activities in the community.



SUCCESS STORY

Students at Century High School in Alhambra created two award-winning hand-sewn quilts using themes of Safe Schools/ Communities and Cultural Diversity. The students designed their individual quilt blocks and included a written explanation of the significance of their choice of color, design and message. They were assisted by members of the Glendale Quilt Guild in the transformation of 56 and 36 individual blocks into two beautiful quilts that were exhibited at UCLA's Museum of Cultural History.



SUCCESS STORY

Law Works: A Community Campaign by Youth is a partnership project of students, teachers, lawyers and civic leaders working together to find ways to reduce school and community violence. Co-sponsored by the State Bar of California and the Citizenship and Law-Related Education Center, the project is designed to foster awareness among students of the law and legal disciplines as tools with which to work to define and address violence. The interactive, community service learning projects rely on students to produce and direct community action plans. Students identify a problem of violence in their school or community and develop a plan for a campaign to address the problem. Students recruit community leaders and experts to assist them. An attorney volunteers time to help with legal issues and questions. Sample Law Works projects are highlighted on pages 23, 25, 26, and 27.

The best school-based violence prevention programs seek to do more than reach the individual child. They instead try to change the total school environment, to create a safe community that lives by a credo of nonviolence.

William DeJong
Harvard School of Public Health



SUCCESS STORY

A₁ Crockett Middle School in Amarillo, Texas, students were concerned about violence in their community. For seven months the class researched crime trends, invited police officers and professional counselors to speak, and studied the effects of community problems such as handgun control, drug use and domestic violence. The class presented their findings to a community forum and provided proposed policy solutions. Their forum included local judges, school administrators, the chief of police, the Mayor of Amarillo, and a U.S. Congressman.

- ◆ Hold a “Stop the Violence” poster or essay exhibition and solicit prizes for all participants from local businesses. Display student work in local businesses and community agencies.
- ◆ Develop a mentor or “buddy” program between older and younger students. Provide positive role models who reinforce the importance of safe, healthy behavior.
- ◆ Develop a multicultural student forum to address racial and ethnic issues on campus.
- ◆ Plan a group visit to a local toy store to discuss the impact of violent toys. Sponsor a violent toy turn-in event and promote positive alternatives.
- ◆ Organize a violence prevention rap performance by students.
- ◆ Ask the police department to sponsor a photo/ID/finger print booth at a parent meeting and/or shopping mall or downtown business area; students can make flyers to publicize the event and participate by learning and teaching why identification is a good idea.
- ◆ Invite a local resource person such as a School Resource Officer or local police department representative to teach about “Stranger Danger” and appropriate adults to go to when feeling threatened. Older students can prepare lessons with role plays and posters for younger students to help them avoid danger and to identify safe places and people. Ideas discussed should be taken home for parental review and family discussions.

- ◆ Examine and analyze media violence and the manner in which conflict is depicted. Have students design television review logs to record different observations. One group can focus on the number of times conflict is seen and how it is solved. Another can focus on violence in general, how often it is shown, and types portrayed. The entire class can then record positive acts seen on TV (affection, helping others, kindness, manners, apologizing, etc.). The television logs can then be analyzed, discussed and summarized with the results graphed, charted, put on posters, etc. and presented to other classrooms, the PTSA, local newspaper, or even local TV stations. Shows that are particularly violent can be the focus of letter writing and publicity campaigns.



SUCCESS STORY



People Reaching Out!

Students Reaching Out trains high school students as role models to present a two-session violence and gang prevention program to 4th through 8th graders in Sacramento County. The program's goal is to help students understand how to make better personal decisions.

Contact *People Reaching Out*,
5433 El Camino Avenue, Suite
700, Carmichael, CA 95608,
(916) 576-3300, FAX (916) 576-3306.



SUCCESS STORY



Gang Alternative North and South (GANAS) is a program for youth seeking alternatives to gang membership and the negative consequences it imposes on communities. The Watsonville group meets weekly to plan and implement positive activities that develop the participants' interpersonal skills and leadership potential. Through GANAS, students become connected with their community and contribute to it by participating in events promoting non-violence and a drug-free neighborhood. Through GANAS, youth also find a safe place in which they can express their feelings about many issues that teenagers face in today's violence-ridden society. They gain support from the co-facilitators and fellow GANAS members so that each member can learn how to make healthier life decisions and fulfill his or her potential. GANAS gives its members a sense of 'familia' in which they can be themselves and grow both individually and collectively. Contact Melanie Stern, Pajaro Valley Prevention and Student Assistance, Inc., 335 East Lake Avenue, Watsonville, CA 95076, (408) 728-6445, FAX (408) 761-6011.



SUCCESS STORY

Student Patrols can help to decrease incidents of school crime, trespassing, gang-related violence, and graffiti. Patrol members screen new applicants on the basis of conduct, attendance, grades, and willingness to accept responsibility. Many schools are successful in recruiting a cross-section of the student body, including former gang members. The patrols are on duty before school, during passing periods, at lunch, and after school, monitoring the halls, providing assistance to students, and reporting vandalism and disruptive behavior.

- ◆ Go to the library and find books about great peacemakers such as Gandhi, Martin Luther King, Jr., Dorothy Day, Jane Addams, Jeanette Rankin, Albert Schweitzer, etc. Hold discussions on the personal characteristics and behaviors contributing to their peacemaker roles in history. Role plays and artwork can be included in the presentations.
- ◆ Create a Peace Wall Bulletin Board in the classroom, school office, or library to spotlight leaders and local heroes who have used nonviolence to deal with injustice. Post newspaper articles that show how individuals have handled conflict successfully through negotiation or mediation. Create a memorial to victims of violent crime in the community.
- ◆ Design big picture books for young children describing what they can do about violence or safety promotion ideas. Have younger children include their own pages using simple sentences, poetry and/or pictures and drawings. Read the book together, facilitate a discussion, share it with other classes, preschool and community groups and donate it to the school or public library.



SUCCESS STORY

Teens on Target are selected high school students trained in an intensive summer program to be violence prevention advocates, especially regarding guns, drugs, alcohol, and family violence. These students become speakers, peer educators and mentors to younger students. Another program, Caught in the Crossfire, trains students to provide peer support and alternatives to violence for teens hospitalized with gunshot wounds and other violence-related injuries. The program also discourages retaliation by counseling the victims. Survivors and even former perpetrators can become program participants and use their experience to lead, support and heal others. Contact Teens on Target, c/o Youth Alive, 3012 Summit Street, Suite 3670, Summit Medical Center, Oakland, CA 94609, (510) 444-6191, FAX (510) 444-6195, E-mail: youth_alive@juno.com.

- ◆ Begin a Peace Takes Practice project to learn how to solve problems peacefully. Talk about ways to be peaceful. Find out about anger and ways to stop anger before it hurts someone. Draw and/or write about violence. Share discussions and drawings with others.
- ◆ Design a Declaration of Nonviolence modeled after the Declaration of Independence. Encourage the inclusion of current events at school or in classrooms, the truths that are “evident” to students regarding violence and its prevention, and their vision of a safe school environment. The Declarations may be written inside a scroll and students may sign using a calligraphy pen for dramatic effect. The document may then be shared with other classes, the Student Government group, PTSA, and the school administration.
- ◆ Launch a Youth Advisory Council to advise the public and private sectors on issues and problems important to young people. Recruit members from schools, youth clubs, athletic teams, gangs, and other youth groups. Seek out an adult advisor, a meeting place and logistical support. Get publicity for the Youth Council’s discussions and suggestions.



SUCCESS STORY

Future Shock, a program of the Youth Leadership Institute, is a dance troupe of middle school “hip-hop” dancers who create performance pieces dealing with community issues such as gang violence. Trained by professional dancers of San Francisco’s Culture Shock, Future Shock performs throughout the city. The Institute also sponsors a Youth Commission which serves as an advisory board to the Marin County Board of Supervisors; Youth VOTE, which involves 35,000 Bay Area young people in designing a youth agenda; a Youth Grants Board which awards grants of up to \$5,000 for creative youth-driven projects in Marin County and teaches Board members the grant-writing process; Teens Kick Off, an educational theater program addressing issues of self-esteem, peer pressure, addiction, racism, and violence; and the Youth Leadership Program. Contact The Youth Leadership Institute, 944 Market Street, Suite 212, San Francisco, CA 94102, (415) 397-2256, FAX (415) 397-6674.



SUCCESS STORY

At El Dorado Middle School in Concord, students felt that the dress issue was their main safety concern. With subcommittees on pants, jewelry and hair/make-up, the students drafted a dress code which was approved by the student council and the school faculty. (Law Works Project)



SUCCESS STORY

The San Mateo County Violence Prevention Campaign convenes an annual "Voices Against Violence" youth summit. The students organize in school teams representing public and private secondary schools across the county to discuss issues of violence, including relationship and family violence. Many return to their schools to hold assemblies, mini-summits, conduct surveys and create education programs. Funds are available to create jobs for students interested in organizing their campuses around violence prevention activities. Contact Annette Passalacqua, Center for Abuse Prevention, 609 Price Avenue, Suite 108, Redwood City, CA 94063, (415) 366 8416, FAX (415) 366-8455.

- ◆ Begin a Peace with Police discussion group between youth and police officers to focus on police/youth relations and to improve communication between young people, their families and their neighborhood police. Share the conclusions and agreements with other youth, families and community groups.
- ◆ Create a "brick" wall for nonviolence. Students can decorate brightly colored paper "bricks" (or 5"x 8" index cards) with inspirational messages, names of victims of violence, quotations, slogans, poems, drawings, and other means of creative expression. The brick wall can be "constructed" in a highly visible place at school as a reminder of the students' commitment to nonviolence. This activity is a good closure for conferences, meetings, Peace Days, and special events.



SUCCESS STORY

Students in Los Angeles Unified School District engaged in a year-long service-learning project to promote safe schools. Since a majority of the students involved had negative impressions of the local police department, the goal of the project focused around promoting positive relations between youth and law enforcement officers. They visited the Police Academy to become acquainted with officers and gain an understanding of the realities of law enforcement. They created lesson plans to increase awareness regarding law enforcement, drug abuse and gang violence. They presented their final report in the form of a student manual that summarized their research findings and suggested ideas for improving interaction between youth and law enforcement officers.

- ◆ Begin a Youth Crime Watch group to receive and then report tips on possible dangerous situations such as a fight brewing or a student with a weapon.
- ◆ Begin a Teen Dating Violence project to help students become aware of abuse and violence in dating behavior and how to prevent and avoid it.
- ◆ Organize a Youth Public Speaking Forum for students to speak to community groups, service organizations, religious groups, and government agencies about issues that affect their lives. Community volunteers can offer training on public speaking techniques and then students can train new, interested students.
- ◆ Organize a HelpLine for students to support each other by talking about concerns of safety and violence prevention. Operators can receive training from counselors and community agencies. Posters and flyers with sample questions, the phone number and hours of operation can be designed and distributed by students.



SUCCESS STORY

At Westwood High School in Westwood, students decided that personal safety on the school grounds was a critical issue. After identifying several unsafe areas, Law Works students produced a video that highlighted the danger zones and then showcased it for their fellow students. (Law Works Project)



SUCCESS STORY

The PEACE COLORS Violence Prevention Project, a joint collaboration between the Southern California Youth and Family Center and the Inglewood Unified School District, combines a coordinated, multi-dimensional approach to attempt to change the cultural acceptance of violence as a way of resolving conflict. A Core Leadership group coordinates monthly Peace Days to highlight school-wide activities designed to reinforce and promote a peaceful school culture. Media advocacy students are trained to work with the media to encourage the promotion of positive messages about youth and to reduce the sensationalized, negative messages. Community service, student mediation, and public policy advocacy are also included as modules. Contact Southern California Youth and Family Center, 101 N. La Brea Ave., Suite 100, Inglewood, CA 90301, (310) 671-1222, E-mail: yolanda_givens@scyfc.ots.com.



SUCCESS STORY

East Bakersfield High School students declared their school neighborhood a "Crime Free Zone," produced a public service announcement, and produced, edited and starred in a promotional video that promoted an anonymous tip line (Law Works Project)

- ◆ Call a local domestic violence/homeless shelter and ask them to make a "wish list." Invite guests from the neighborhood/community to a Wish List Party. Design and deliver the invitations and include a copy of the wish list. Deliver the donated items to the shelter.
- ◆ Organize a stuffed animal drive to give to the local emergency response teams to comfort children in emergency situations. When the animals are to be delivered, arrange for a tour of the facilities.
- ◆ Conduct a letter writing campaign on an issue of concern, such as more playgrounds/recreation centers, more street lights and safety patrols, or to protest the sale of violent toys or violent TV shows. (Sample letters, proclamations, etc. can be obtained from Resources for Youth, 454 Las Gallinas Avenue, Suite 178, San Rafael, CA 94903-3618, (415) 331-5991).



SUCCESS STORY

PEER COURT is a strategy in which students have the authority to make disciplinary decisions about fellow students. Selected by their peers and/or teachers, these student judges, lawyers, and jurors are trained by local justice system experts to try cases, make real judgments, and pass real sentences. Students on the court have full knowledge of the school's policy and code of conduct and are trained to be consistent, nonjudgmental and fair in their actions. In most districts with student courts, offenders have the option of being tried by the student court or to accept the standard administrative disciplinary procedures. Sentences may include campus clean-up, peer counseling sessions, attendance at special classes on anger management, conflict-resolution, or Saturday school. Parents must usually attend the court session. Contact Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005, (213) 487-5590.

- ◆ Host a Families Against Violence night. Invite organizations that promote respect for children, women, the elderly, and pets to participate with speakers and materials. Play cooperative games, sing peace songs, perform skits about peace, and talk about respect and cooperation in families.
- ◆ Start a Students Against Violence Web page on which students compare results of neighborhood mapping projects and student safety questionnaires as well as share ideas and resources with students from other schools.
- ◆ Organize a Homework Club site for fellow and/or younger students who need a safe, quiet place to be after school; get snacks, books, magazines, board games, etc. donated. Older students should establish clear rules and monitor students who attend. Ask for adult help from a local senior center, church and/ or recreational service.
- ◆ Develop a Public Service Announcement (PSA) in English and other languages to be broadcast on local radio and/or cable TV stations offering alternatives to joining a gang.



SUCCESS STORY

Students in the states of North Carolina and Washington have started SAVE (Students Against Violence Everywhere) chapters. The local chapters, with an adult sponsor, usually meet once a week to learn conflict resolution skills and to take action in their school and community to stop violence. Most "Take Action" projects originate when students see a problem that needs to be solved. Both state SAVE organizations provide materials for getting started, classroom lessons and project/activity suggestions. Contact SAVE Headquarters, 105 14th Avenue, Suite 2A, Seattle, WA 98122, (800) 897-7697, E-mail: maviusa@aol.com. Also contact Center for the Prevention of School Violence, 20 Enterprise Street, Suite 2, Raleigh, NC 27607, (800) 299-6054, FAX (919) 515-9561, E-mail: pamela_riley@nesu.edu.



SUCCESS STORY

At Santa Theresa High School in San Jose, students took a technological approach and generated a database to access information about gangs. Their goal is to put the information on the Internet (Law Works Project)

uilding

Connections, Partnerships, & Resources


The following organizations can provide materials and technical assistance to help schools plan and implement student-generated violence prevention activities:

Activism 2000 Project
PO Box E
Kensington, MD 20895
(800) 543-7693
FAX (301) 929-8907
E-mail: activism@aol.com
(Publishes materials to assist student involvement in community issues.)

California Attorney General
Crime and Violence Prevention Center
P.O. Box 944255
Sacramento, CA 94244-2550
(916) 324-7863
Web site: <http://caag.state.ca.us/cvpc>
(Provides technical assistance on youth and community violence prevention; publishes policy documents and videos.)

California Association of Peer Programs
P.O. Box 550725
Pasadena, CA 91115
(818) 564-0099
FAX (818) 796-9629
(Promotes peer programs through technical assistance, training and conferences. Annual statewide conference will be March 14-15, 1998 in Santa Clara.)

California Department of Education
Safe Schools and Violence Prevention Office
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 323-2183
FAX (916) 323-6061
Web site: <http://www.cde.ca.gov/spbranch/safety/safetyhome.html>
(Provides technical assistance on school safety issues and grants.)



The Campaign to
Prevent Handgun Violence Against Kids
454 Las Gallinas Avenue, Suite 177
San Rafael, CA 94903-3618
(415) 331- 3337
FAX (415) 331-2969
(Public education campaign that publishes
materials and instructional videos.)

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
(818) 591-9321
FAX (818) 591-9330
(Provides teaching materials encouraging active
citizenship.)

Center for Media Literacy
4727 Wilshire Blvd.
Suite 403
Los Angeles, CA 90010
(800) 226-9494
FAX (213) 931-4474
www.medialit.org
(Publishes and distributes teaching materials on
violence in the media.)

Citizenship and Law-Related Education Center
9738 Lincoln Village Drive
Sacramento, CA 95827
(916) 228-2322
FAX (916) 228-2493
(Directs Law Works and Reaching Resolution
programs.)

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590
FAX (213) 386-0459
E-mail: crfcitizen@aol.com
(Provides curriculum materials that involve
students in examining laws and policies affecting
violence prevention.)

Healthy Kids Resource Center
Alameda County Office of Education
313 West Winton Avenue, Room 180
Hayward, CA 94544
(510) 670-4581
FAX (510) 670-4582
Web Site: <http://www.hkresources.org>
(Comprehensive Health Resource Library for the
California Department of Education.)

National Clearinghouse on Families and Youth
P.O. Box 13505
Silver Spring, MD 20911-3515
(301) 608-8098
FAX (301) 608-8721
(Free/low cost publications on youth-related issues,
resource library and technical assistance.)

National Law-Related
Education Resource Center
American Bar Association
Division for Public Education
541 North Fairbanks Court
Chicago, IL 60611-3314
(312) 988-5737
(Provides classroom activities for law-based
projects and programs.)

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
(805) 373-9977
FAX (805) 373-9277
(Publishes school safety magazine and materials.)

North Carolina Center
for the Prevention of School Violence
20 Enterprise Street, Suite 2
Raleigh, NC 27607
(919) 515-9397 or (800) 299-6054
FAX (919) 515-9561
E-mail: pamela_riley@ncsu.edu
www.ncsu.edu/cpsv
(Free materials on Students Against Violence
Everywhere (SAVE) chapters and school safety
issues.)

Office of Juvenile Justice
and Delinquency Prevention
U.S. Department of Justice
633 Indiana Avenue NW
Washington, D.C.
(800) 638-8736
FAX (202) 514-6382
(Administers grants, publishes documents and
resource materials. Request a catalogue.)

The Pacific Center for Violence Prevention
San Francisco General Hospital
Building One, Room 300
San Francisco, CA 94110
(415) 285-1793
FAX (415) 282- 2563
E-mail: Robintm@traumafdn.org
<http://www.pcvp.org>
(Reference library, policy papers, and technical
assistance.)

Resources for Youth
454 Las Gallinas Avenue, Suite 178
San Rafael, CA 94903
(415) 331-5991
FAX (415) 331-2969
(Provides youth violence prevention and student
advocacy materials.)

San Diego Youth Congress
4438 Ingraham Street
San Diego, CA 92109
(619) 490-1670
(Youth leadership and advocacy training.)

Street Law, Inc.
918 16th Street, NW, Suite 602
Washington, D.C. 20006
(202) 293-0088
FAX (202) 293-0089
(Provides curriculum materials and student action projects to help teens understand and address crime issues in their school and community.)

Students Against Violence Everywhere (SAVE)
105 14th Avenue, Suite 2A
Seattle, WA 98122
(800) 897-7697
(Publishes materials on starting and running SAVE chapters.)

TEENWORK
California Department of Alcohol
and Drug Programs
1700 K Street
Sacramento, CA 95814
(916) 445-7276
(An annual statewide youth training institute to address youth issues of alcohol and drug use, gang violence, academic failure, and teen pregnancy. Youth plan the conference over a 9-month period to focus on peer-led prevention programs.)

Violence Prevention Initiative
The California Wellness Foundation
6320 Canoga Avenue, Suite 1700
Woodland Hills, CA 91367
(818) 593-6600
FAX (818) 593-6614
(Public education campaign.)

Youth as Resources
National Crime Prevention Council
1700 K Street, NW, 2nd Floor
Washington, DC 20006-3817
(202) 466-6272
FAX (202) 296-1356
(National program for youth led programs.)

The Youth Leadership Institute
944 Market Street, Suite 212
San Francisco, CA 94102
(415) 397-2256
FAX (415) 397-6674
E-mail: yliae@aol.com
(Recruits young people to receive training to examine their communities and implement action projects.)

Yellow Ribbon Week Evaluation Form

Thank you!

- TO: Karen Lowrey
Safe Schools & Violence Prevention Office
560 J Street
Suite 260
Sacramento, CA 95814